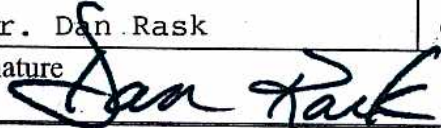
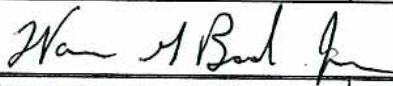


# Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

Project Title: PEAK Learning Amount of Request: \$ 74,592.01  
 District Name (Fiscal Agent for Consortiums): Whitepine Number: 288  
 Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
288	Deary School	(T) P	(YES) NO
288	Bovill Elementary	T (P)	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

*By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.*

Superintendent Name (print)	E-mail	Telephone
Mr. Dan Rask	drask@sd288.k12.id.us	877-1408
Signature 		
District Technology Coordinator Name(print)	E-mail	Telephone (208)
Mr. Warren Baab	wbaab@sd288.k12.id.us	877-1151
Signature 		
Project Director Name – if different than District Technology Coordinator (print)	E-mail	Telephone
Signature		

## **PEAK Learning**

### **A Technology-Based Approach**

#### **Project Abstract**

In order to significantly improve math, language and reading achievement at our school, we believe the following components must be in place:

- A strong early instructional program must be established with the ability to provide quality instruction, strong diagnostics, guided and unguided practice exercises, and detailed assessment.
- A sequential mode of instruction that insures mastery of each concept before moving to the next instructional objective.
- Flexible instructional strategies designed to meet the needs of all learning styles
- A program that continues to build upon itself throughout the student's school career and is guided by the documented academic needs of each student
- Well trained educational staff with the ability to use a variety of instructional strategies to motivate and educate their students

For the past several years, students with disabilities in the Whitepine School District have failed to make Adequate Yearly Progress in the areas of Math, Language, and Reading. The district has been unable to provide the resources needed to produce a meaningful change in the instructional program for these children, as well as other children struggling to make academic progress. A new approach is required that will provide early diagnosis of learning difficulties and intervention strategies that will help students succeed, deliver instructional help in identified areas, provide instructional practice, and accurately assess student progress. This must be done throughout the educational process, at all grade levels.

PEAK Learning would begin by providing staff members with extensive, researched-based training in successful methods of instruction. Through the expansion of the PEAK (Performance Excellence for All Kids) Model of Learning, identified as a key component in the Whitepine 2008-2009 School Improvement Plan, a consistent, highly motivational delivery method will be put into place across the curriculum. Students would be given flexible instruction to meet all learning style needs.

Two key learning systems would be implemented as supplements to classroom instruction. The Waterford Reading and Math series for levels 1, 2, and 3, Renaissance Place for Accelerated Reading and Math supplements, and STAR Math and Reading Assessment tools would provide quality diagnostics, individualized, instructional materials and detailed record keeping tools. This new software, coupled with existing district programs such as PLATO and Apangea, provide students with expanded learning opportunities. Teachers will be highly trained, in an ongoing manner, to ensure success. The web-based features of Renaissance Place give parents an opportunity for greater involvement in their child's instructional program.

PEAK Learning addresses each component that we have identified as necessary for improving Math, Language, and Reading achievement at our school and will expand that success to other areas in the curriculum. It relies upon proven successful educational practices to ensure success. PEAK Learning provides a consistent, detailed educational model of instruction that can be extended across the curriculum. It provides targeted software and training to meet the needs of students currently struggling to make Adequate Yearly Progress in Reading, Math and Language.



## PEAK Learning

### A Technology-Based Approach

#### Educational Need

The Whitepine Joint School District is comprised of three schools: Bovill Elementary (K-3) and Deary School (4-12) and I-DEA Charter School (K-12). The traditional schools are located approximately 9 miles apart, while I-DEA is a statewide charter school for homeschoolers. They service a large geographical area with very diverse populations. Due to vast differences between the traditional school setting and charter school structures, all schools have agreed to focus this grant on the Deary School and Bovill Elementary populations. Deary School has been currently identified as in need of improvement, and the Bovill Elementary feeds the Deary School population. For this reason we have chosen to focus our efforts and resources on these two groups.

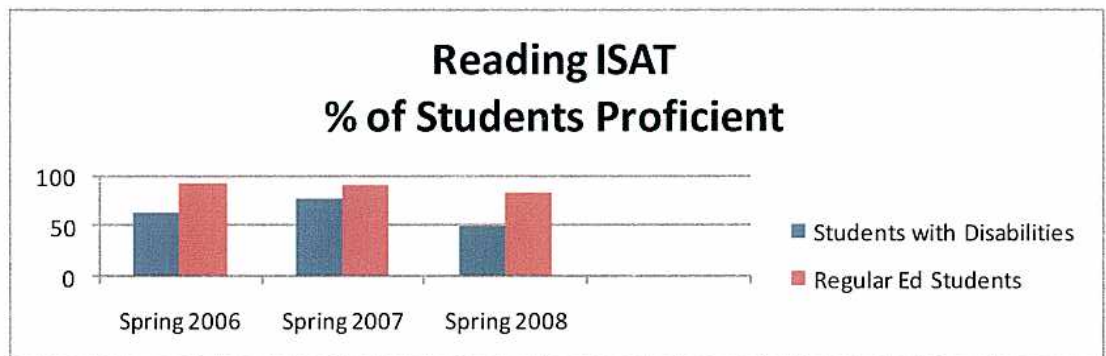
Deary and Bovill are rural communities located in the northern region of the State of Idaho. Many of the local residents are either employed in the local logging and farming industries or are employed in the cities of Moscow and Pullman located 20-30 miles away. Deary and Bovill face many of the same challenges of other rural schools in Idaho, including rising unemployment and reduced school revenues. With the current economic forecast, we expect these challenges to become greater.

#### Educational Trends:

##### Reading:

This graph provides a snapshot of Reading Achievement in our district over the past three years. The Students with Disabilities subgroup has consistently fallen below the general student population and continues to decline.

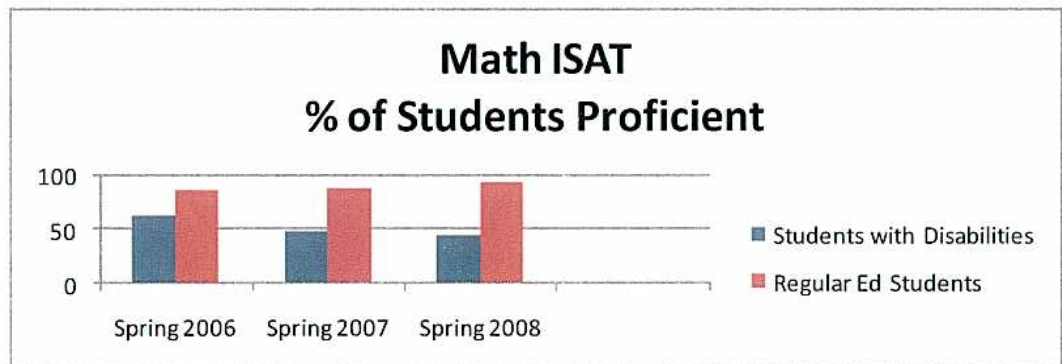
In the spring of 2008, this subgroup was only 50 percent proficient, a marked decline from the previous year. We can also see a steady performance decline for the Regular Ed. Student group over the three year period. These patterns indicate a need for a new intervention strategy for both sub groups.



##### Math:

For the past three years the Students with Disabilities subgroup has shown a steady decrease in academic performance in Math, as measured by the ISAT Assessment. The proficiency level has

now fallen below 50 percent. The Regular Ed. Student Group proficiency levels have remained fairly steady over this period with a slight increase in the spring of 2008. These patterns indicate a need for a new

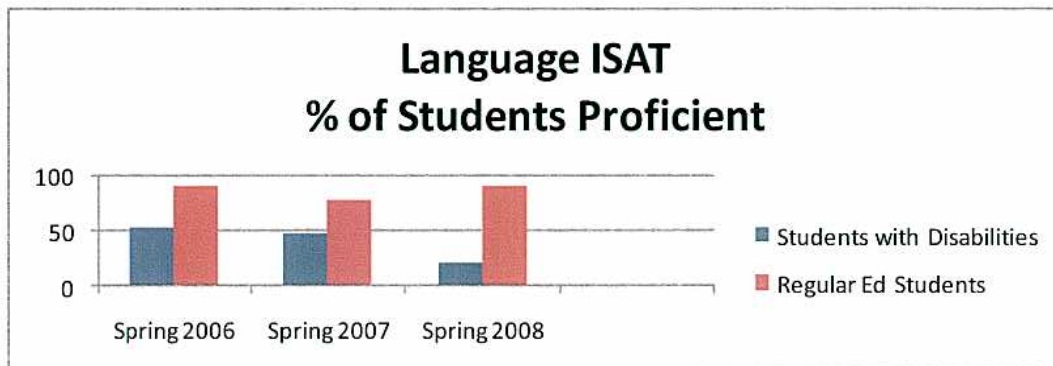


intervention strategy for the Students with Disabilities subgroup and other students not achieving proficient levels.

### **Language:**

As with Reading and Math, the Students with Disabilities subgroup proficiency levels have fallen over the past three years. The Regular Ed. Student subgroup has shown inconsistent growth. These patterns indicate

a need for a new intervention strategy for both subgroups.



### **Other Data:**

In addition to ISAT Scores, 2008 IRI results indicate only 62% for Students with disabilities are reading at grade level while 82% of regular Ed. Students are reading at grade level. The Students with Disabilities subgroup has been growing steadily in number over the past few years, and we anticipate that this trend will continue.

### **Solutions:**

Standardized test data shows an alarming downward trend in student proficiency in the Whitepine District. Early grade level data indicates a continuation of this trend. The current educational approach has not proven to be effective with all student subgroups within our district. This revelation has caused us to rethink both the delivery strategies and educational materials used in our district. A data-driven, mastery-based approach with attention to various learning styles is critical to success for these students. We must have teachers trained in a variety of delivery methods with the ability to utilize technology to accurately track student progress at the earliest grade levels and adjust instruction to meet the individual needs of these students.

This grant will provide the Deary School and Bovill Elementary with needed software, hardware and teacher training to address current shortfalls in student achievement in the areas of Math, Language, and Reading. It will focus upon students with learning disabilities; however it will provide additional learning opportunities for all students. The software and hardware purchases have been designed to supplement our existing educational programs such as Apangea, PLATO, and adopted text curricula, creating a comprehensive and diverse approach for teaching Math, Language and Reading. This, coupled with the expansion of the Peak model of Instruction currently being piloted in our district, will provide teachers with a wide range of strategies for teaching students of various learning styles.

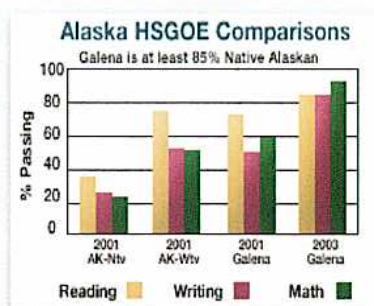


## PEAK Learning

### A Technology-Based Approach

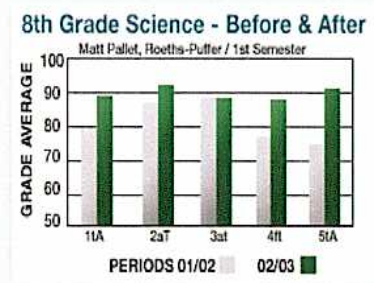
#### Local Project Detail

As is evidenced by the ISAT and other standardized test data described in the Educational Need portion of this grant, the Whitepine Joint School District has identified a critical need to restructure our approach for teaching Math, Language and Reading. We have determined a need for a comprehensive, early intervention strategy that creates a learning environment that is mastery-based and meets the needs of various learning styles. The project can be broken down into the following parts:



**PEAK Model:** The PEAK Model integrates the works of the nation's leading educators, researchers, authors, school systems, and classroom teachers into a comprehensive method of instruction. PEAK teachers are trained to use highly motivational techniques to empower learners and create a mastery based environment

We wish to apply this method to our Math, Reading, and Language programs, and eventually to our entire curriculum.



Research shows (see graphs) this to be an effective method of instruction that empowers learners and is predicated on the mastery of identified key concepts. We propose to send 8 teachers (3 Elementary and 5 Secondary) and 2 administrators (high school and elementary principals) to a weeklong training in Vail, Colorado in July of 2009. These educators will serve as a base for training the rest of our staff. Six of these team members will receive advanced training and will lead our staff development team. In the fall, a representative from PEAK Learning will visit our school to

present training and work with the six advanced staff members to plan the best strategy for full district implementation. Four staff in-service days have been committed for the 2008-2009 school year to allow the team to train all staff members. All identified staff members have expressed a desire to attend the training and have committed to the success of the program. The administration and school board have committed their full support to implementing PEAK throughout the district and have placed it in the Whitepine School Improvement Plan. Evaluation of the PEAK program will be done through analysis of standardized test data and teacher and student survey with a goal of 100% proficiency in all areas, as measured by the ISAT, within 3-5 years.

**Waterford Reading and Math:** Waterford Software was implemented in every Kindergarten class in the State of Idaho in 1998. Herbert J. Walberg Study showed marked improvement in representative sample groups from eight Idaho districts. Other studies conducted around the nation show similar results. For this reason, we have chosen Waterford Reading and Math as our early learning/intervention program. This includes a full day training module for our teachers



using the program. We intend to purchase 3 licenses of both the reading and math portion of the program for levels 1, 2, and 3. The software will be hosted on the Bovill Network and will be available to all Grades K-3. This will allow up to 6 students at a time to benefit from the programs. The software will allow the teachers to closely monitor the progress of each student and to prescribe materials applicable to their needs. The auditory features of this program allow students to benefit from various portions of the program even as they are learning to read. This software, combined with our current curriculum, will provide students with the diversity they need to ensure academic success. All teachers and administrators involved in the Waterford implementation will meet at least three times during the school year to review standardized test data and make adjustments if necessary. Our goal is to achieve grade level proficiency for all students in Math and Reading by the end of grade 3, as measured by IRI, ISAT, and all other relevant standardized testing within 3-5 years.

**Accelerated Math and Reading:** Accelerated Math and Reading Software is among the most tested and studied software on the market today. It offers teachers the control they need to design an individualized course of study for each student that best fits their needs. We have been using this software on a limited basis at our school as a supplement for Reading and Math education in Grades 4-6 and have experienced educational success at those levels. ISAT Scores for Math in Grades 4-6 in the spring of 2008 showed 100% proficiency. Reading Scores showed 90% proficiency at those grade levels. We would like to use this grant to purchase Renaissance Place and licenses for all students in grades 3-12. Teachers will receive online training from Renaissance Learning and have access to additional training modules online. We have budgeted to send four staff members to the Renaissance Learning national conference in the spring of 2010 and they will be responsible for staff development when they return. All teachers and administrators involved in this implementation will meet during the first two staff days of the school year for a planning session and to review test data. A second meeting will occur at the end of first semester and final meeting will be held following ISAT testing in the spring to analyze all standardized test data for growth patterns. Other meetings will be scheduled as needed. Our goal is 100% proficiency in Math, Reading and Language, as measured by the ISAT, DMA, and DWA within 3-5 years.

**Computer needs:** We will need to purchase 5 network printers, 16 new desktop computers and 16 monitors to be placed in Bovill and Deary Elementary Classrooms. These computers will provide all students with adequate computer access to the new software. Older students in Deary School have sufficient access to computers and will not need additional computers at this time.

**Timeline:**

**May - June 2009:** Purchase and install software

**July 2009:** Staff will attend PEAK Training

**August 2009:** Initial meetings and PEAK In-service with representative from PEAK; Renaissance and Waterford Training

**November 2009:** PEAK In-service

**January- February 2010:** Midyear review of project components; Peak In-service; Renaissance and Waterford Review

**April - May 2010:** End of year review and data evaluation of project; PEAK In-service Renaissance and Waterford Review



## **PEAK Learning**

### **A Technology-Based Approach**

#### **Sustainability**

PEAK Learning places a large focus on staff development. Educators know that, “Computers don’t teach, teachers teach!” Technology is an essential supplement to the educational process, but does not function as the educational process on its own. In order to create fundamental change in instruction, teachers must first be armed with instructional techniques that have been proven successful and then should apply technology in concert with these instructional methods. The Whitepine Joint School District is committed to the Peak Learning Model. The first phase of this project has already been implemented. Over the past two years we have sent a total of 8 educators to the initial training sessions in Colorado, at enormous expense to the district. Despite the cost, the district is committed to the program and has pledged to continue the implementation of PEAK Learning throughout the district. It is listed as a key educational component in the Whitepine School Improvement Plan. This model has the full support of the staff, administration, and school board. Teachers have attended mini-workshops at the school and have overwhelmingly endorsed the use of this methodology. They have requested that future staff development be focused on PEAK and we currently have a waiting list of teachers asking to receive full training. This support, coupled with funds from this grant, helps the district meet the full-implementation goals much sooner than we had anticipated. Once our core staff members receive advanced training, they will be able to conduct training within the district at a much lower cost. Future funding for the continuation of this program has already been verbally committed by the district superintendent and school board, with formal commitment to be placed within next year’s budget.

The Whitepine School District has been using Accelerated Reader and Accelerated Math for more than 10 years, on a limited basis. Students in Grades 4-6 have shown impressive academic growth, as measured by the ISAT. As a result, the school is committed to keeping these products as a part of our curriculum. Funding for AM and AR and STAR have remained constant over this period. The staff and administration made a commitment two years ago to look for funding to expand these programs into other grade levels as a supplemental program for struggling learners. To do this effectively, we need to upgrade our programs to the web-based Renaissance Place format. Although the initial cost of moving data and creating the new system is substantial, the benefits for our students are very high. This grant offers us the opportunity to make that change, and the district is committed to the yearly costs to operate the programs for a five year period while the overall effectiveness is evaluated. Current research and school data shows every indication that this will be an effective learning supplement for our students, and we will continue to fund programs that raise the academic achievement levels for all of our students.

The combination of staff enthusiasm and district commitment to the initial stages of the elements of this grant makes this project highly sustainable. The Whitepine School District will continue to use professional development funds, technology funding, and search for additional funding sources to enhance and expand this project.

## **PEAK Learning**

### **A Technology-Based Approach**

#### **Budget Narrative**

##### **Professional Development Budget Items:**

**Peak Onsite Training:** This reflects the costs to bring a representative from PEAK Learning Systems to the Whitepine School District. His responsibilities will be to present an overview of the PEAK Learning Model to all staff members. He will then work with the 4 core team members and 2 administrators to assist in the design of the implementation model for all staff members. Following his visit, future PEAK in-services and training will be conducted by core members. The core group will grow each year as more staff members receive advanced training.

**PEAK Training:** Sends 10 staff members to The PEAK Learning Center in Vail, Colorado for an intensive one week training session. Six members will receive advanced training, as this will be their third training session, and 4 will receive introductory training. Staff members receiving advanced training will make up the core group of future trainers. The rest will receive advanced training the following year (paid with district funds) and will join the core group at that time to conduct workshops and in-services.

**Waterford Software Training:** Provides one full day of training in the use of Waterford Reading and Waterford Math. This training will be provided to all teachers using the products.

**Renaissance Software Training:** Provides one full day of training in the use of Renaissance Math and Reading (total 12 hours). This training includes the use of the STAR assessment software. This training will be provided to all teachers using the products.

**Renaissance National Conference:** Sends 4 staff member to Renaissance National Conference in February 2010 to learn advanced techniques in using the software, to be brought back and shared with other staff members.

##### **Software and Hardware Budget Items**

**Waterford Software Levels 1, 2, 3:** This reflects the costs to purchase and install Waterford Math and Reading, Levels 1, 2, 3 on school servers.

**Renaissance Place AM, AR and STAR:** This reflects the costs to purchase and move data and provide web access to AM, AR, and STAR Products on Renaissance Servers.

**Computer Hardware:** 16 new Desktop computers will be purchased to provide students access to the new software purchased in the grant.

**Laser Printers:** All software purchased requires printer access and the 5 network printers purchased in the grant will place printers in classrooms currently without classroom printer access.

**Total Budget Breakdown:** Reflects an even emphasis between software and hardware and professional development, creating an effective stable, sustainable, educational environment.



**PEAK Learning**  
**A Technology-Based Approach**

**Budget**

**Professional Development Budget**

Professional Development Item	Project Description	Cost
PEAK Onsite Training	Bring PEAK trainer on-site for planning	\$5,000.00
Peak Training	Send 10 staff members to PEAK training	\$20,445.70
Waterford Software Training	Teacher training for Waterford Software	\$1,050.00
Renaissance Software Training	Train 10 teachers for AM/AR/STAR use	\$1,800.00
Renaissance National Conference	4 Staff members attend Renaissance National Conference	\$6,125.00
	<b>Total</b>	<b>\$34,420.70</b>

**Software and Hardware Budget**

Purchase Item	Item Description	Cost
Waterford Software Levels 1,2,3	Waterford Reading/Math Software/install	\$10,407.00
Renaissance Place AM ,AR and STAR	Renaissance Place Software install	\$7,394.20
Computer hardware	16 desktop computers to run new software	\$18,380.16
Laser Printers	5 network B&W Laser printers	\$3,989.95
		<b>\$40,171.31</b>

**Total Budget Breakdown**

	Professional Development Needs (48%)	<b>\$34,420.70</b>
	Hardware/Software Needs (52%)	<b>\$40,171.31</b>
	<b>Total Expenditures</b>	<b>\$74,592.01</b>